# ATTITUDE TOWARDS TEACHING AND WORK-LIFE BALANCE OF SCHOOL TEACHERS IN RELATION TO THEIR JOB SATISFACTION

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# ABSTRACT

Education serves as a lifelong process shaping individuals and consequently the destiny of a nation. Teachers play a pivotal role in this process. They perform as facilitators of knowledge, mentors and architects of national development. A teacher's effectiveness largely depends on their attitude towards teaching, work-life balance and job satisfaction which collectively influence educational quality, student learning and development outcomes. Positive attitudes toward teaching foster engagement, enthusiasm and professional competence of teachers. Imbalances between work and personal life can lead to stress and reduced morale. Job satisfaction is also influenced by different factors such as professional growth, interpersonal relationships and working conditions.

The present study aims to assess the levels of teacher's attitudes towards teaching, work-life balance and job satisfaction, compare these variables across gender and area of school, examine their interrelationships and develop a predictive model of job satisfaction based on attitude towards teaching and work-life balance. This research focuses on the level of attitude towards teaching, work-life balance and job satisfaction of secondary and higher secondary level school teachers of Purba Bardhaman district, West Bengal.

**Objectives**: Objectives of the current study are:

- To know the level of attitude towards teaching, work-life balance and job satisfaction of school teachers.
- To compare attitude towards teaching, work-life balance and job satisfaction of school teachers with respect to their gender and location of school.
- To explore the relationship of attitude towards teaching and work-life balance with job satisfaction of school teachers with respect to their gender and location of school.
- To explore the relationship among attitude towards teaching, work-life balance and job satisfaction of school teachers with respect to their gender and location of school.
- To develop the predictive model of job satisfaction with respect to attitude towards teaching and work-life balance of school teachers with regard to their gender and location of school.

On the basis of the objectives of the study, 3 (three) research questions and 11(eleven) null hypotheses have been framed.

**Research Design:** A descriptive survey research design has been adopted to examine the relationships among the variables: attitude towards teaching, work-life balance and job

satisfaction. Descriptive research focuses on exploring the interrelationships between variables, testing hypotheses and formulating generalizations, principles or theories that possess universal applicability.

**Population:** The population of this study consisted all the secondary and higher secondary level school teachers in the district of Purba Bardhaman, West Bengal.

**Sample and Sampling Technique:** For the present study stratified random sampling method was employed to select 381 teachers (male and female) from Bengali-medium secondary and higher secondary level schools in both rural and urban areas of Purba Bardhaman district, West Bengal. The selected schools are recognized by the WBBSE, WBBME and WBCHSE. Data were collected from schools situated in 15 Community Development Blocks and 6 Municipalities of the district.

**Variables of the Study:** In the present study, the variables are categorized as major and categorical. The major variables include Attitude towards Teaching, Work-Life Balance and Job Satisfaction while the categorical variables are gender and location of school.

**Tools Used:** The following standardized tools were used in the study:

- Teacher's Attitude Towards Teaching Scale developed by Vidushy and Kishor (2021). This five-point Likert type scale with 23 items designed for secondary school teachers to measure their attitude towards teaching.
- Work-Life Balance Scale designed by Hayman (2005). This is a 15 items scale adapted from Fisher-McAuley et al. (2003) to assess three dimensions of work-life balance, Work Interference with Personal Life (WIPL), Personal Life Interference with Work (PLIW) and Work Personal Life Enhancement (WPLE).
- Teacher's Job Satisfaction Scale created by Madan and Malik (2020). This 35 items scale measuring job satisfaction across intrinsic (job related) and extrinsic (psychosocial, financial and societal related) factors including 25 positive and 10 negative statements rated on five-point.

**Statistical Techniques:** The sample characteristics for each variable were analysed using descriptive statistics. To assess differences between variables t-tests were conducted while Pearson's correlation coefficient was used to explore the relationships between variables. Multiple correlation was performed to find out the relationship among three variables and linear regression was also performed to analyse the data. All analyses were performed using SPSS version 20.

**Findings:** The findings of the study revealed that majority of school teachers possess an above average positive attitude towards teaching and none of the teachers exhibited extremely positive or negative attitudes towards teaching. Regarding work-life balance, school teachers maintain a moderately high level of work-life balance and in case of job satisfaction teachers possess below average level of job satisfaction. It was also found that that there is no significant difference in attitude towards teaching and work-life balance between male and female teachers, as well as between teachers from rural and urban area schools. On the other hand, significant differences were observed in job satisfaction, indicating that male and female teachers, as well as those from rural and urban schools, differ significantly in their levels of job satisfaction. No significant relationship was observed between attitude towards teaching and job satisfaction among the school teachers irrespective of their gender and location of school (rural or urban). A significantly positive relationship was observed between work-life balance and job satisfaction of school teachers. It was found that a significantly positive relationship revealed among attitude towards teaching, work-life balance and job satisfaction of school teachers. This positive association was consistent across male and female teachers as well as teachers from rural and urban areas. The regression analysis revealed that attitude towards teaching do not significantly predict job satisfaction of school teachers but work-life balance significantly predicted their job satisfaction.

**Conclusion:** The study on "Attitude towards Teaching and Work-Life Balance of School Teachers in Relation to Their Job Satisfaction" revealed that most teachers in Purba Bardhaman district possess a favourable attitude towards teaching and maintain a moderately high level of work-life balance that indicates professional commitment and gender parity in managing work and personal responsibilities. In spite of positive attitudes towards teaching and balanced work life, teachers showed comparatively low job satisfaction with significant gender and locality-based differences. The study also established that work-life balance rather than attitude towards teaching, has a stronger positive relationship with job satisfaction, highlighting its importance in teacher's professional well-being. It can be concluded that enhancing job satisfaction among teachers requires addressing external factors such as salary, recognition, administrative support and career advancement opportunities, alongside fostering a supportive and balanced work life environment.